**Structured Small Group Program Template**

**“Lead Me”**

**Goal/ Purpose**

Given a small group project to lead, students; both male and female high school students will learn to express assertive skills to be able to affectively lead the project to succession.

**Population**

Mixed group of male and female students aged 14-18 that are in student organizations.

**Rationale/ Need**

Teachers that are directly directed with have stated that the students in the Student Council organizations are in need to leadership development. Teachers that are directly involved with student led groups will be interviewed to get a list of question to decide on what is the most to least important. Ten questions will be chosen and sent out in a survey to these teachers to rank from most to least important. Teachers will then send survey back to counselor and the top three important skills will be chosen. The current and previous Student Council advisor will be asked what previous accomplishment have the achieved by previous Student Council members and what is not currently being accomplished. To analyze the data collected, the survey questions will be tallied and the top three chosen. The past and present projects of the Student Council members will also be looked at to determine which leadership skills are lacking and what the issue(s) might be. The following sentences will be surveyed:

1) Students will develop leadership skills

2) Students will volunteer to lead a project

3) Students learn to listen to others ideas

4) Students will listen to others who have more experience

5) Students will learn to mentor younger students

6) Students will be able to lead a group project

7) Student will be able to help younger student lead a project

8) Students will be able to come up with solutions to problems with projects

**Theoretical Orientation**

The theoretical approach that will be used is Solution – Focused Brief Therapy. This therapy favors the present and future. The group does not need to focus on what past Student Councils have done but what they need to do to develop their own leadership skills. According to Gerald Corey (2012) SFBT is a future-focused, goal-oriented therapeutic approach to brief therapy. It focuses on solutions to problems and emphasizes strengths and resiliencies of the individual. Each of the individual in the group need to have leadership skills to successfully work together to accomplish tasks and projects for the Student Council

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**Ethical, Legal and Multicultural Issues**

The group consists of a specific population. After the population has been identified an informed consent will be sent to parents to receive permission from the parents to be able to participate in the group

**Recruitment and Screening**

Students will be chosen from the Student Council. The students will be the 16-18 year old students that are in the Student Council. These students will learn the leadership skills and will then be able to mentor the younger students in the Student Council.

**Structure**

The group will consist of the 16-18 year old students that are in the Student Council. These students will learn the leadership skills and will then be able to mentor the younger students in the Student Council. This group will last for 6 weeks. It will take place from 12:50- 12:30 during the high school study hall in the multipurpose room. It will only be offered once.

**Core ASCA Standard(s)**

1) PS:A2.6 use effective communication skills

2) PS: A2.3 recognizes, accept, respect and appreciate individual differences

3) PS: B1.1 understand consequences of decisions and choices

**Core South Carolina Academic Standard(s)**

1) DA-1.8 Compare data sets by using graphs and summary statistics.

2) DA-2.1 Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.

3) E3-5.6 Compose effective pieces of writing to respond to prompts in “on-demand” situations.

**Objectives**

1) Students will be able to identify strengths and weakness in their own leadership style after completing activities involving choosing leadership styles and team activities by writing a essay based on question asked after the activities. E3-5.6, DA-2.1, PS:A2.3

2) Students will be able to complete corporative leadership activities given certain scenarios with recognized group leaders that will work with other leaders in group PS: B1.1

3) Students will be able to take skills learned and will be able to mentor younger members in student organization to promote leadership skills throughout the school PS: B1.1

**Program Evaluation**

Students will complete write a paragraph at the beginning of the group session explaining what they believe their leadership role is within the student group. They will also address what they believe their weakness or strengths are in leadership. After activities are completed the students will be asked to write an essay on what they have learned what their roles are in the student group and what they have learned what their strengths and weakness are.

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**Session 1**

**Title: Four Corners**

**Brief Summary of Session:** This activity is to get students talking about why they are involved in a student organization Posters will be posted in the four corners of the room. On these four posters will be various questions. The students will be asked to go to the poster that most appeals to them. Students will then be asked questions about why those posters appealed to them**.**

**Theoretical Orientation:**

**Specific Group Technique:**

**Duration: 20-30 min**

**Materials/ Media:** Four Posters, markers, tape, loose leaf paper and pencils, handout from the following website <http://www.compatnh.org/downloads/studentleaders.pdf> - four corners activity.

**Core ASCA Standard(s):** PS: B1.1 understand consequences of decisions and choices

**Core South Carolina Academic Standard(s):** E3-5.6 Compose effective pieces of writing to respond to prompts in “on-demand” situations.

**Objectives:** Students will be able to identify why they wanted to be involved with student led organization.

**Assessments**: Given a question students will write a paragraph on the question that they identified with after they have been discussed in group.

**Procedures/ Instructional Strategy:**  Step 1) write on four different posters board the following questions: Corner 1 – Who am I and why am I here? Corner 2- You want me to do what? Corner 3 – Onward and upward? Corner 4 – If I can get this thing rolling others will follow, right? Steps 2) have students to discuss in group why they chose the corners that they chose. Why did those questions appeal to them? Steps 3) assign Ownwork to write a paragraph on the question that they identified with.

**Homework/ Ownwork**: Students will write a paragraph on the question that they identified with in group.

**Group Stage and Emerging Issues:** Initial to transition. Some group members may not think that they are having leadership problems

**Session 2**

**Title: Survival**

**Duration: 20-30 min**

**Brief Summary of Session:** Students will be read a survival scenario. They will then be given a handout to rank in order the importance of 14 different items that will be used to survive. Student will first rank them individually and then rank them as a group of 3 or 4 depending on group size. They will then hear what the experts ranking was and why. The students will then tally the differences. At the close of session the students will be given homework to do and bring back next week, in the form of a ½ - 1 page essay.

**Theoretical Orientation:** Solution – Focused Brief Therapy

**Specific Group Technique:** guided cooperation

**Materials/ Media:** Handouts from the following website <http://www.compatnh.org/downloads/studentleaders.pdf>, Activity : Team Survival , Team Survival Scenario, score sheet, scenario answers, scenario follow up questions.

**Core ASCA Standard(s):** PS:A2.6 use effective communication skills, PS: A2.3 recognizes, accept, respect and appreciate individual differences, PS: B1.1 understand consequences of decisions and choices

**Core South Carolina Academic Standard(s):** 1) DA-1.8 Compare data sets by using graphs and summary statistics.

2) DA-2.1 Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.

3) E3-5.6 Compose effective pieces of writing to respond to prompts in “on-demand” situations.

**Objectives:** Students will be able to use effective communication skills after completing the survival activity. PS:A2.6

Students will be able to effectively communicate with other members of the group so that a student project will be able to be completed. PS:A2.6, E3-5.6

Students will be able to recognize strength and weakness in their leadership skill and will be able to improve them based on activity. PS: A2.3 , E3-5.6

**Assessments**: Given a set of questions, students will be able to write a ½ - 1 page essay answering the question given in the scenario.

Students will be assessed based on the answers on the essay. Students should have been able to identify what their strength and weakness are and be able to work with other students within the group for a successful completion of project.

**Procedures/ Instructional Strategy:**

**Step 1)** explain to the group the activity that will be taking place. Explain what their role will be in the activity.

**Step 2)** Read the Team Survival Scenario handout that has been obtained from the following website: <http://www.compatnh.org/downloads/studentleaders.pdf>, to the entire group then hand a copy of the scenario out to the group members.

**Step 3)** Assign them the group task describe on the Team Survival Activity sheet - Group Task: Rank all 15 items in order of importance to your survival. Place a 1 by the most important item; number 2 by the second most import ect….

**Step 4)** First the individual students will rank the items (completed when all students have finished or within 5 min time limit.

**Step 5)** break up into groups of 3-4 discuss the situation and come up with group ranking. All members must come to a consensus. **Step 6)** Discuss follow up question #1-3 on page 24.

**Step 7)** share with the group the experts ranking

**Steps 8)** tabulate the individual score and group score on the score sheet handout.

**Steps 9)** assign homework to students. Students will write a ½ - 1 page essay answering the scenario questions.

Cox, A. (2011) stated that, Giulla (2004), professor at the Jepson School of Leadership Studies at the University of Richmond, offered this most striking definition: "Leadership is not a person or a position. It is a complex moral relationship between people based on trust, obligation, commitment, emotion, and a shared vision of the good" An effective leader successfully uses skills to motivate others towards a common goal in a process that is similar to a positive dance of giving and taking toward an identified intention

**Homework/ Ownwork**: Students will write a ½ to 1 page essay on the scenario questions handout.

**Group Stage and Emerging Issues:** none known

**References**

*www.compatnh.org*. (n.d.). Retrieved June 4, 2012, from http://www.compatnh.org/downloads/studentleaders.pdf,

Cox, A.. (2011, April). Leadership Development for Adolescents: A Case Study. Delta Kappa Gamma Bulletin, 77(3), 13-16. Retrieved June 6, 2012, from Research Library. (Document ID: 2518390431).